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ABSTRACT

This paper describes an undergraduate English methods course for secondary education. The required texts are listed along with long term assignments. A section on each of the following subjects to be covered in the course contains model questions to be asked of the students, sources for the answers, and writing and other assignments: a) English instruction in the secondary school; b) you as a teacher; c) two directions toward a viable instructional strategy for English; d) linguistics and the teaching of English: the scientific method in the classroom; e) writing: the student as teacher, the teacher as editor, and technology as teaching assistant; f) literature as exploration and discovery; and g) the study of music ecology. (BRB)

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THE ENGLISH METHODS COURSE: AN INTERPRETATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Texts required for course:

Carlsen, G. Robert, Books and the Teen-Age Reader

Fader, Daniel and Elton McNeil, Hooked on Books: Program and Proof

Murray, Donald M., A Writer Teaches Writing

Postman, Neil and Charles Weingartner, Linguistics: A Revolution in Teaching

Subscription to the English Journal (This includes junior membership in the National Council of Teachers of English)

Long-term assignments:

In addition to the work related to each unit of this course, there are four assignments which may be completed any time after they have been introduced and discussed in class, but which must be completed no later than one week prior to the final examination.

These include:

1) Observation reports (Will be discussed in Unit I, see page 3 of this course of study)
2) Tutoring reports (Will be discussed in Unit II, see page 5 of this course of study)
3) Teaching reports (Will be discussed in Unit II, see page 5 of this course of study)
4) A Unit for Secondary School English (Will be discussed approximately one month before final examination. At that time A Sample Unit (Handout #78) will be distributed)

I. English Instruction in the Secondary School: The Current Scene

A. The Questions

What in your opinion are the strengths and weaknesses of English instruction in secondary schools? (Recall your experiences as a student and any observations or teaching you have done.)

What do surveys and reports of current secondary English instruction reveal about:

The Teacher's
- Academic preparation?
- Attitudes?
- Teaching load?
- Extra-curricular duties?

The Student's
- Interests?
- Attitudes?
- "Learning load"?
- Achievement?
- Extra-curricular involvements?

The Program's
- Content?
- Instructional methods?
- Instructionsl materials?
- Sequence?

Instructing
- The "academically talented"?
- The "college-bound"?
- The "terminal student"?
- The "general student"?
- Each student as an individual?

Teaching
- Language?
- Literature?
- Writing?
- Mass media?

Trends in
- Grouping?
- Staffing?
- Scheduling?
- The use of audio-visual and other instructional devices?

Are schools as a whole, and English classrooms in particular, effective learning environments? To answer this crucial question we must first determine what is:

The Structure of
- The school?
- The classroom?

The Role of
- The teacher?
- The student?
- The administrator?

The Language of
- The school?
- The teacher?
- The student?

The Goals of
- The school?
- English instruction?

Are there any other questions regarding the current situation in secondary English instruction which you wish to have considered?

B. Some Sources for Our Answers

Required reading:

Handout #1: Classroom Procedures

Recommended reading (on reserve):

Bellack, Arno, et al, The Language of the Classroom

Crisp, Raymond D., The Professional Competency of Illinois Secondary School English Teachers

Grommon, Alfred H., The Education of Teachers of English for American Schools and Colleges

Hook, J.N., Paul H. Jacobs, and Raymond D. Crisp, Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers: A Final Report

Jacobs, Paul H. and William H. Evans, Illinois Tests in the Teaching of High School English

Kozol, Jonathan, Death at an Early Age

Squire, James R. and Roger K. Applebee, High School English Instruction Today: The National Study of High School English Programs

Squire, James R. and Roger K. Applebee, A Study of English Programs in Selected High Schools Which Consistently Educate Outstanding Students in English.

Film: No Reason To Stay, National Film Board of Canada

Audio-tape:

Kohl, Herbert, The Language of the School and the Language of the Child, N.C.T.E.

Field work:

In partial fulfillment of the requirements of this course, each student will observe a total of, at least, six English classes in urban and suburban junior and senior high schools. Consult Handout #2: The Public Schools of Lancaster and York Counties for locations and telephone numbers of each school.

As a group we will use the observation room at Hand Junior High School, Lancaster to study and later to discuss an English class in action.

Writing assignment:

For each observation described above a brief report will be written. Use Handout #3: Observation Form for these reports.

On as a Teacher of English

A. The Questions

Are you prepared to begin to learn how to be an effective English teacher?

How do you feel about your readiness?

How can you measure the quality of your preparation: i.e., your competencies and incompetencies?

Using the Guidelines for English Teacher Preparation (Handout #4) and the Qualifications for Secondary School Teachers of English (Handout #5), evaluate yourself.

List your strengths and weaknesses.

Develop a written plan for self-improvement.

How can you better prepare yourself to be an effective English teacher?

Through developing a balanced academic program at M.S.C.

Through planning now for graduate study.

Through reading in the literature of English education.

Books (Handout #6: English Education Bibliography, Handout #7: Resources for the Teaching of English and the recommended readings for each unit of this course)

Periodicals (Handout #8: A List of Periodicals in English Education and Handouts#9& 10: Publisher's Free Periodicals: Samples)

Through participating in extra-curricular activities related to your teaching field.

Through joining professional organizations

N.C.T.E. (Handout #11: The Facts about N.C.T.E.)

Junior Membership in N.C.T.E. (Handout #12: J.M. Brochure)

P.C.T.E. (Handout #13: Facts about P.C.T.E.)

Through studying available research

Research in the Teaching of English

E.R.I.C. (Handout #14: Why Should English Teachers Be Interested in N.C.T.E./E.R.I.C.?)

Through examining instructional materials
M.S.C.'s collection

Book publisher's catalogs and examination copies (Handout #15: Sources of Book Catalogs and Examination Copies)

Film distributor's catalogs (Handout #16: Sources of Film Catalogs)

Other instructional materials (Handout #17: Sources of Information on Filmstrips, Records, Tapes, Transparencies, and Other Materials.

Sample catalogs and materials (Handouts #18 - 23.)

Through teaching experiences prior to student teaching.
Tutoring: In partial fulfillment of the requirements of this course, each student will tutor a secondary student or a college freshman for a minimum of three hours. A Tutoring Report (Handout #24) will be written for each of the three sessions.

Teaching: In partial fulfillment of the requirements of this course, each student will instruct a small group and/or a class of secondary students for a minimum of two class periods. A Teaching Report (Handout #25) will be written for each session.

And in other ways.

Do you have any suggestions regarding matters of preparation which we have not discussed?

B. Some Sources for Our Answers

Required reading:
Handout #4: Guidelines for English Teacher Preparation

Handout #5: Qualifications for Secondary School Teachers of English

Recommended reading (on reserve):
Hook, J.N., Paul Jacobs, and Raymond Crisp, What Every English Teacher Should Know

Shugrue, Michael F., English in a Decade of Change.

Handouts other than #4 and #5.

Writing Assignment:

Each student will complete a self-evaluation and a plan for self-improvement as described on the first page of this unit outline.

III. Toward a Viable Instructional Strategy for English: Two Directions

A. The Questions

How can you create in your classroom a rational and effective approach to teaching/learning?

The Scientific/Subject-Centered/Cognitive Approach

Bruner's Theory

Fundamental concepts (Handout #26: An Outline of The Process of Education)

Implications for English instruction

Bloom's Taxonomy

Fundamental concepts (Handout #27: Condensed Version of the Taxonomy of Educational Objectives and Handout #28: Taxonomy Classification Quiz)

Implications for English instruction

Sander's Questioning Techniques

Fundamental concepts (Handout #29: Gleanings from: Classroom Questions: What Kinds?

Implications for English instruction

Behavioral Objectives

Fundamental concepts (Handout #30: Writing Instructional Objectives and Handouts #31 and #32: Behavioral Objectives Worksheets)

Implications for English instruction (Handout #33: Instructional Objectives for English, 7-12 and Bibliographies and Handout #34: N.C.T.E. Resolution on Behavioral Objectives)

Programmed Instruction

Fundamental concepts

Implications for English instruction (Handout #35: Sample Pages from Programmed English Texts)

Learning Packets

Fundamental concepts (Handout #36: Learning Packets)

Implications for English instruction (Handout #37: Sample Learning Packet for English)

The Creativity/Student-Centered/Affective Approach

The Teaching of English in Great Britain

An American Version: The Moffett Curriculum

The Open Classroom: Some Means Toward That End

The Teacher as Facilitator, as Catalyst, as Guide (Handout #38: Interaction Analysis)

The Student as Director, as Explorer, as Evaluator.

Problem Census Technique (Handout #39: Taking a Problem Census)

Affective Discussion Technique (Handout #40: Leading an Affective Discussion)

Cognitive Discussion Technique

Creative Drama (Handout #41: The Steps in Role-Playing)

Games and Simulations (Handout #42: Sample Games for the English Classroom)

An Eclectic Approach

Are there any aspects of general instructional strategy which we have not discussed to your satisfaction?

B. Some Sources for Our Answers

Required reading:
All handouts

Recommended reading (on reserve):

Barnes, Douglas, Drama in the English Classroom

Bruner, Jerome, The Process of Education

Creber, J.W.Patrick, Sense and Sensitivity

Dixon, John, Growth Through English

Kohl, Herbert, The Open Classroom

Mager, Robert F., Preparing Instructional Objectives

Maxwell, John and Anthony Tovatt, On Writing Behavioral Objectives for English

Moffett, James, A Student-Centered Language Arts Curriculum, K-13

Moffett, James, Teaching the Universe of Discourse

Muller, Herbert J., The Uses of English

Sanders, Norris, Classroom Questions: What Kinds?

Summerfield, Geoffrey, ed., Creativity in English

Summerfield, Geoffrey, ed., Topics in English

Squire, James S., and Applebee, Roger K., Teaching English in the United Kingdom

Whitehead, Frank, The Disappearing Dais

Films:

Improvised Drama I, British Broadcasting Company
Improvised Drama II, British Broadcasting Company

Audio-tapes:

Behavioral Objectives Debate, Part I (Dial Access #1031)
Behavioral Objectives Debate, Part II (Dial Access #1032)

Affective Discussion of Black and White Militancy

Game:

Affective Discussion Game

Writing Assignments:

Each student will listen to and then list the strengths and weaknesses of the positions taken in the Behavioral Objectives Debate (Dial Access audio-tapes #1031 and 1032)

Each student will complete handouts #31 and 32.

IV. Linguistics and the Teaching of English: The Scientific Method in the Classroom.

A. The Questions

Are you a liberal or a conservative on language matters?

Usage? (Handout #43: Survey of Opinions on Usage)

Language in general? (Handout #44: Language Inquiry)

Disposition toward linguistics? (Handout #45: Where Do You Stand on Linguistics?)

What exactly is linguistics?

Why will linguistics contribute to the improvement of the teaching and learning of English?

A descriptive, not prescriptive, approach (Handout #46: The Structure of English Linguistics)

An inductive, discovery method (Handout #47: Gloopy and Blit)

A logical, scientific process (Handout #48: Swahili-English)

A fundamentally humanistic study (Handout #49: Analysis of Speech Samples)

What does research regarding linguistic approaches to language instruction reveal?

What are the components of a good secondary school language program?

Phonology

Morphology

Grammars (Handout #50: Grammar As Wrote)
- Traditional
- Structural
- Transformational
- Others

Intonation

Usage

Dialectology
- Geographical
- Social

Semantics

History of Language

Lexicography

Psycholinguistics

Can language be silent? In what ways do people communicate non-verbally?
Fundamental concepts (Handout #51: Communication Without Words)

Implications for teaching (Handout #52: Teacher Non-Verbal Communication)

In what ways can linguistics contribute to a more effective teaching of

Literature?

Writing?

Mass media?

An integrated English program?

What devices are especially useful in the teaching of language?

Tape recorder

Overhead projector

Games (Handout #53: Games for the English Classroom)

Will you be able to employ a linguistically and pedagogically sound approach to language instruction in your classroom?

Each student will:

a) develop, using Handout #54: Lesson Plan Outline as a model, a lesson plan for the inductive teaching of a language concept or concepts

or b) construct a linguistically sound language game appropriate to secondary education

B. Some Sources for Our Answers

Required reading:

All handouts

Postman, Neil and Charles Weingartner, Linguistics: A Revolution in Teaching

Recommended reading (on reserve):

DeLancey, Robert W., Linguistics and Teaching

Hall, Edward T., The Silent Language

Hogan, Robert F., ed., The English Language in the School Program

Hunt, Kellogg W., Grammatical Structures Written At Three Grade Levels

Jenkinson, Edward B., What Is Language (And Other Teaching Units for Grades 7-11)

Lefevre, Carl A., Linguistics, English and the Language Arts.

Lefevre, Carl A., Linguistics and the Teaching of Reading.

Loban, Walter, Problems in Oral English

Mellon, John, Transformational Sentence-Combining

Petty, Walter T., ed., Research in Oral Language

Shane, Harold G., Linguistics and the Classroom Teacher

Thomas, Owen, Transformational Grammar and the Teacher of English

Wilkinson, Andrew, Spoken English

Films:

Bostain, James C., Change in Language, National Center for School and College Television.

Bostain, James C., Correctness in Language, National Center for School and College Television

Hayakawa, S.I., What Is Language?, National Educational Television

Smith, Henry Lee, Jr., The Linguistic Approach to Language Learning, National Educational Television.

Audio-tapes:

Bostain, James, What Are the English Language?, National Education Association.

Dialect Speech Samples, Center for Applied Linguistics

Games:

Students will "play" sample language games.

Writing assignments:

Each student will complete handouts #43, 44, 45, 47, 48, 49.

Each student will develop a lesson plan or construct a language game.

Each student will write precis for two articles on the teaching of language. Appropriate articles can be found in the English Journal or the other periodicals listed on Handout #8: A List of Periodicals in English Education. Also, consult Handout #55: A Sample Précis regarding matters of form and style.

Précis files:

In my office there is a 5x8 file of all précis written by former and current English 315 students. Students will find this source invaluable.

V. Writing: The Student as Teacher, the Teacher as Editor, Technology as Teaching Assistant

A. The Questions

What are the goals of a good writing program?

What types of writing should students do?

Expository?

Imaginative?

Introspective?

What forms should the writing take?

Sentences?

Paragraphs?

Essays?

Journal entries?

Letters?

Summaries?

Prose?

Poetry?

Research papers?

Others?

What emphasis should be given to

Content?

Style?

Rhetoric?

Mechanics?

What does research regarding the teaching of writing reveal?

In what ways will an understanding of linguistics enable you to teach writing more effectively?

Generally?

Specifically?

Carl Lefevre's Writing By Patterns (Handout #56: Some Sample Pages from Writing by Patterns)

The Christensen Rhetoric Program (Handout #57: Some Sample Pages from The Christensen Rhetoric Program)

What is the writing teacher's role?
Diagnostician?

Motivator?

Guide?

Evaluator?

How can the teacher help the student
See?

Think?

Invent?

Organize?

Express?

Revise?

Discover?

What teaching/learning structures are most appropriate for writing instruction?
Class instruction?

Small group?
With teacher?

Without teacher?

Conferences?

Which instructional materials and devices should a teacher of writing use
In motivation and instruction?
Pictures and cartoons?

Films?

Recordings?

Literature?

Professional and student models?

Others?

In evaluation?

Ditto'd copies of student work?

Transparencies of student work?

Taped commentary (Handout #58: The Tape Tutorial)

Others?

Are there other questions related to the teaching of writing which you feel we should discuss?

B. Some Sources for Our Answers

Required reading:

All handouts

Murray, Donald M., A Writer Teaches Writing

Recommended reading (on reserve):

Braddock, Richard, Richard Lloyd-Jones and Lowell Schoer, Research in Written Composition

Carlson, Ruth Kearney, Sparkling Words: Two Hundred Practical and Creative Writing Ideas

Corbin, Richard, The Teaching of Writing in Our Schools

Judine, Sister M., ed., A Guide for Evaluating Student Composition

Leavitt, Hart Day and David A. Sohn, Stop, Look and Write

Tate, Gary and Edward P.J. Corbett, Teaching High School Composition

Films: (selected from the following)

About the teaching of writing:

Elledge, Scott, Invention and Topics: or Where to Look for Something to Say, Commission on English.

Gibson, Walker, The "Speaking Voice" and the Teaching of Composition, Commission on English.

Dissex, Henry, The Use of the Overhead Projector in Teaching Composition, Commission on English

To stimulate student writers:

Descriptive

Rainshower

The River

Sky

Expository

The Anderson Platoon

My Own Yard to Play In

Phoebe

The Weapons of Gordon Parks

Symbolic

The Bird

The Box

The Top.

The Wall

Still pictures:

Slides, photographs, and cartoons which can be used in writing instruction.

Audio-tapes:

A sample cartridge-tape writing commentary.

Transparencies:

Samples of transparencies which can be used in the teaching of writing.

Field work:

As part of the work for this course each student will tutor on writing for a minimum of three hours. (Details were explained in Unit 2)

Writing assignments:

Each student will write précis for two articles on the teaching of composition. (Details regarding precis writing were explained in Unit 4)

Each student will evaluate in writing Handout # 59: A Set of Student Themes. (Methods of evaluation will be discussed in this unit)

Other assignments:

Each student will record a three to four minute tape commentary on a piece of student writing. (This technique will be demonstrated and discussed during this unit)

Each student will demonstrate his ability to use the Thermofax machine to make ditto masters and transparencies. (This technique will be demonstrated during this unit)

Précis file:

In my office there is a 5x8 file of all précis written by former and current English 315 students. You are welcome to use this resource.

VI. Literature as Exploration and Discovery

A. The Questions

What should be the goals of literary study in the secondary school? (Handout #60: How Teachers Make Children Hate Reading)

What literature is appropriate for

The junior high school? (Handout #61: Winners and Runners-Up for The Newbery Awards 1922-1969 and Handout #62: The Adolescent Novel)

The senior high school?

The college-bound student? (Handout #63: Reading List for College Bound High School Students)

The non-college bound student?

The disadvantaged student?

The unmotivated or less able student? (Handout #64: Easy Books for Slow Senior High School Readers)

The academically-gifted student? (Handout #65: Advanced Placement English)

Which general approaches to literature should be used in the secondary school?

Chronological?

Geographical/Cultural?

Biographical/Psychological?

Great Books?

Genré?

Thematic?

Others?

Which theories of literary criticism can be effectively employed in secondary English education?

The New Critics' close analysis?

Northrop Frye's synoptic approach? (Handout #66: Teaching Frye's Theory of Modes)

Kenneth Burke's dramatistic analysis (Handout #67: Kenneth Burke's Dramatistic Elements in The Study of Literature in High School)

Louise Rosenblatt's reader-centered approach?

Others?

Which instructional methods should be used in teaching literature?

Lectures?

Book reviews and reports?

Discussions?

Affective?

Cognitive? (Handout #68: A Poem for Discussion)

Inductive techniques? (Handout #69: The Lottery)

Creative dramatics?

Independent reading?

Structured (see Handout #37: Sample Learning Packet for English)

Unstructured? (Handout #70: Range of I.Q. and Reading Level in Typical Classes)

Which instructional materials are most engaging for adolescents?

Anthologies?

Paperbacks?

Discs and tapes?

Films? (Handout #71: A List of Selected Films Appropriate for the Teaching of Literature and Handout #72: Silent Snow; Secret Snow)

Filmstrips?

Others?

How can you evaluate the student's understanding of the literature he has read? (Handout #73: A Set of Essay Answers)

How should you deal with a censorship problem? (Handout #74: Examples of Specific Censorship Problems and Handout #75: Citizen's Request for Reconsideration of a Book)

Are there other questions related to the teaching of literature which you feel we should discuss?

II. Some Sources for Our Answers.

Required reading:

All handouts

Carlsen, G. Robert, Books and the Teen-Age Reader

Fader, Daniel and Elton McNeil, Hooked on Books: Program and Proof

Recommended reading (on reserve):

Burke, Kenneth, A Grammar of Motives and A Rhetoric of Motives

Burton, Dwight L., Literature Study in the High Schools

Crosby, Muriel, Reading Ladders for Human Relations

Dodds, Barbara, Negro Literature for High School Students

Dunning, Stephen, Teaching Literature to Adolescents: Poetry

Fernandez, Thomas L., Oral Interpretation and the Teaching of English

Frye, Northrop, The Anatomy of Criticism

Hoetker, James, Dramatics and the Teaching of Literature

Howes, Alan B., Teaching Literature to Adolescents: Plays

Jenkinson, Edward and Jane Hawley, Teaching Literature in Grades 7-9

Moffett, James, Drama: What is Happening

Olson, Paul A., ed., The Uses of Myth

Rosenblatt, Louise, Literature As Exploration

Squire, James R., ed., Response to Literature

Films: (selected from the following)

About authors:

The Days of Dylan Thomas

Ladies and Gentlemen, Mr. Leonard Cohen

Writers: John Updike

About literary periods or themes:

England: Puritan vs. Cavalier

Greece: The Inner World

Based on literature:

The Lottery

Occurence at Owl Creek Bridge

Rhinoceros

Silent Snow, Secret Snow

Which instruct students:

The Cherry Orchard

Hamlet

Huck Finn

Macbeth

What Is Poetry?

Which instruct teachers:

Improvised Drama II, British Broadcasting Company

Josephs, Lois S., Teaching of Fiction, Noble and Noble Co.

Wolf, Leonard, Teaching the Poem, Commission on English.

Filmstrips:

A sample of the better filmstrips on literature.

Audio-tape:

A sample of recordings of and about literature.

Writing assignment:

Each student will write a learning packet on a literary theme. It will include the study of, at least, one of each of the following: a short story, a novel, a play, a poem, an essay, and a film. (Details regarding the construction and writing of learning packets were discussed in Unit 3)

Each student will write a précis of an adolescent novel. (Handout #76: A Sample Book Précis)

Each student will write précis for two articles on the teaching of literature (Details regarding précis writing were explained in Unit 4)

Précis file:

In my office there is a 5x8 file of all précis written by former and current English 315 students. You are welcome to use this resource.

VII. The Mass Media: Comprehending, Analyzing, Evaluating Their Ubiquitous "Massage," i.e., the Study of Media Ecology.

A. The Questions

Are our minds significantly influenced by the media?

Is film the major art form of the 20th century?

Is it imperative that film and the other mass media be studied in the secondary schools?

Which mass media should be studied?
Magazines?

Newspapers?

Radio?

Television?

Film?

Advertising in all media?

Others?

How should the media be studied?
By analysis of
Content?

Structure?

Rhetoric?

Style?

Verisimilitude?

Effect?

Other aspects?

By synthesis (i.e., composing) of
Magazines?

Newspapers?

Advertisements?

Radio and television shows?

Films? (Handout #77: Student Filmmaking: Why and How)

Others?

Which teaching methods should be used in studying the mass media?

In education, is the school in general and the classroom in particular "the message and the massage"?

In your teaching, won't your instructional methods be "the message and the massage"?

Are there other questions related to the teaching of the mass media which you feel we should discuss?

B. Some Sources for Our Answers

Required reading:
Handout #77: Student Filmmaking: Why and How

Recommended reading (on reserve):
Feyen, Sharon, ed., Screen Experience: An Approach to Film

Hazard, Patrick D., ed., T.V. as Art: Some Essays in Criticism

Mallery, David, The School and the Art of Motion Pictures

McLuhan, Marshall, The Medium is the Massage

McLuhan, Marshall, Understanding Media

Postman, Neil, Television and the Teaching of English

Sheridan, Marion C., et. al., The Motion Picture and the Teaching of English

Films:

Dream of Wild Horses

Occurrence at Owl Creek Bridge

Why Man Creates

Glass

Timepiece

Audio-tape:
McLuhan, Marshall, The Medium is the Massage

Writing assignments:

Each student will write précis for two articles on the teaching of mass media. Media and Methods is the single best source of such articles. (Details regarding précis writing were explained in Unit 4)

Other assignments:

If time permits and the equipment is available, we will, in groups of three or four, make short (three-five minute) films.

Précis file:

In my office there is a 5x8 file of all précis written by former and current English 315 students. You are welcome to use this resource.